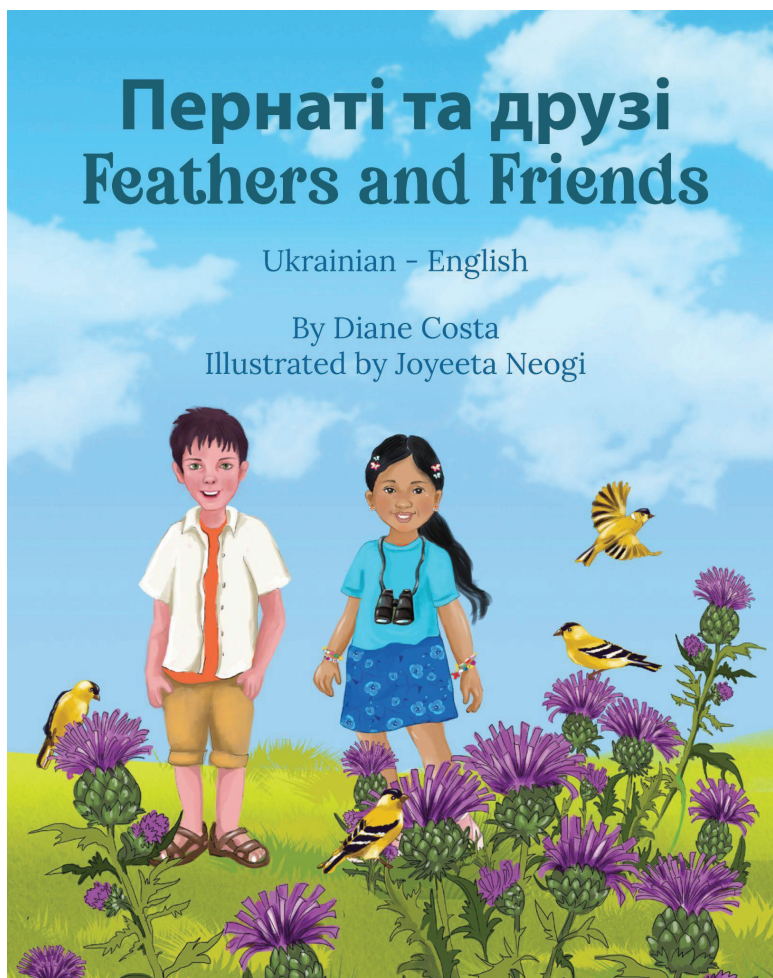


LIVING IN HARMONY SERIES

Theme: Diversity, Friendship, Connection



Lesson Plan: Feathers and Friends

Goal: To encourage friendship through shared interests.

Book Used in Lesson: *Feathers and Friends*

Written by Diane Costa, Illustrated by Joyeeta Neogi.

Available in English only and many bilingual editions. For a complete list of languages, check www.LanguageLizard.com.

Grade Level: Middle Grades (with the flexibility to adjust for younger or older students)

Time Frame: 30-40 minutes

Objectives:

Knowledge:

- Understand the concept of cultural diversity: Students will explain the meaning of cultural diversity and how people from different cultures can form friendships.
- Identify shared interests: Students will recognize hobbies, sports, music, and other interests that help bring people together across cultural boundaries.
- Recognize cultural practices: Students will describe at least two cultural practices or traditions different from their own.

Skills:

- Develop reading comprehension skills: Students will make connections between the book and their own experiences and predict key events in the story.
- Engage in group discussions: Students will actively participate in discussions, sharing ideas about how shared interests can build connections.
- Write about a personal interest: Students will write a short paragraph or draw a picture about something they love from their home country.

Attitudes:

- Promote empathy and understanding: Students will demonstrate empathy by recognizing and respecting different cultural backgrounds.
- Encourage openness to diversity: Students will express openness to learning about new cultures and connecting with others from diverse backgrounds.
- Foster cooperation and collaboration: Students will work collaboratively to share ideas, strengthening connections across differences.
- Celebrate shared humanity: Students will understand that, despite cultural differences, all people share similar interests that unite them.

Essential Question:

How can *Feathers and Friends* encourage us to celebrate both our differences and our similarities in friendships?

Materials and Resources:

- *Feathers and Friends* by Diane Costa.
- Vocabulary flashcards and pictures (see appendix).
- Graphic organizer for making connections (Friend Bingo - see appendix).
- Talking object (e.g., teddy bear) for discussion.
- Writing materials.
- Art/craft supplies.

Linkage and Integration Across Subject Areas:

Language Arts/Reading: Engaging with literature.

Music: Listen to music from different countries and watch traditional dances from different cultures online.

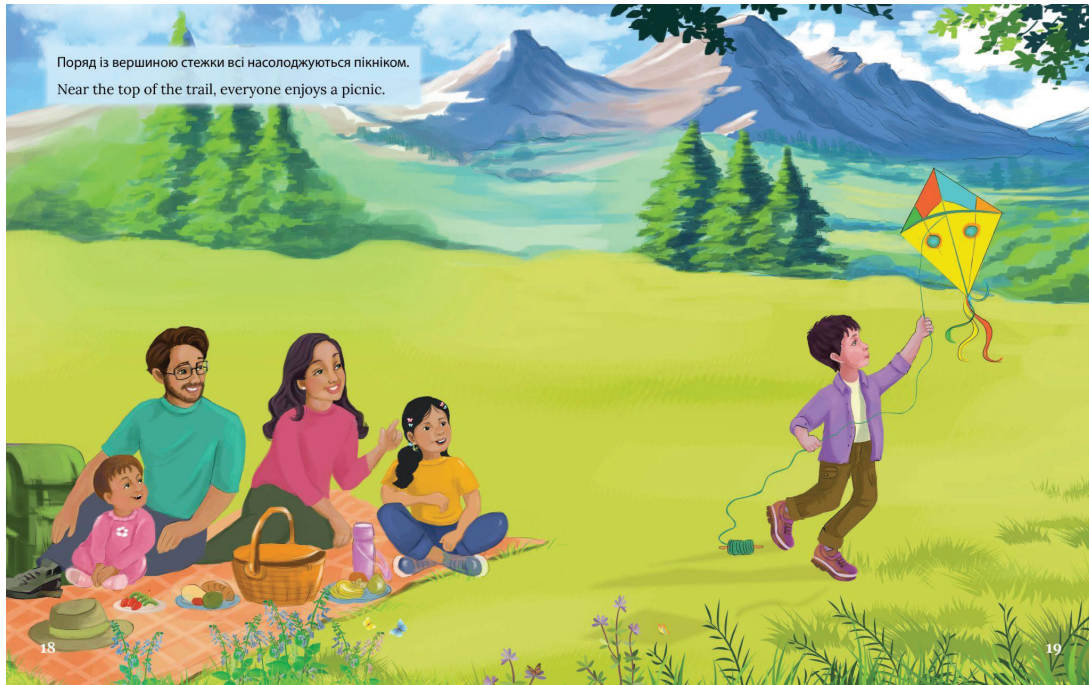
Art: Cutting and pasting – “Make Your Own Eagle” activity. Drawing – students draw something they love about where they are from.

Science: Living things – “Bird Finder” and “Name the Bird” activities.

Geography: Discuss the national animals of different countries. Discuss the migration of people and animals. Use a map and string to illustrate connections and shared interests across countries.

Vocabulary to be Developed in Lesson:

Key Vocabulary
<ul style="list-style-type: none">• Eagle• National• Country• Mountains• Hummingbird• Discover• Suddenly• Hammering• Trail



Procedure:

Introduction:

1. Brainstorming Activity: Begin by asking students what they love about where they live or where they have previously lived. If there are international students in the class, invite them to share cultural similarities and differences. Split the whiteboard into two columns, 'Differences' and 'Similarities', and record the responses.
2. Show Visuals: Display pictures or videos of the things students mention, such as types of food or traditional dances.
3. Book Introduction: Present the cover of *Feathers and Friends*. Ask students to predict what the book will be about. Use guiding questions like:
 - What do you think this book will be about?
 - Where do you think this story will take place?
 - Why do you think the girl in the image is wearing binoculars?

Vocabulary Development:

4. Vocabulary Building: Teach the key vocabulary words using flashcards, pictures, and interactive activities. Encourage students to say, define, and syllabify the words in their own language.

5. Picture/Word Sort: Use flashcards to have students match vocabulary terms to the corresponding images. For more advanced learners, they can also match definitions or write their own sentences using the words.



Reading:

6. Making Connections: Ask students to make connections to the book's title and cover. Use text-to-text, text-to-self, and text-to-world connections.
7. Interactive Read-Aloud: Read the book aloud, showing the pictures and engaging students with the content. Encourage them to identify new vocabulary words as you read. Consider varying reading strategies like echo reading, choral reading, or see-saw reading.
8. Recording Connections: Allow students to record their connections on the graphic organizer. Use hand gestures to signal when a student makes a connection to the text.

Discussion to Encourage Reflection and Response:

9. Sharing Connections: Have students share their connections in pairs first, and then with the class. Use a talking object to ensure everyone gets a chance to speak.
10. Comprehension Questions: Use a variety of questions to assess understanding:

Literal Questions:

(Readers use information directly from the text to answer this type of question.)

- What country is Sami from?
- What is the national bird of Afghanistan?
- What is Sami and Rosa's book about?

Inferential Questions:

(Readers must use the information in the text to deduce the answer to this type of question.)

- Do you think Sami and Rosa are friends? Why?
- What activities do Sami and Rosa enjoy?

Evaluative Questions:

(Reader uses their knowledge to explore answers to this type of question.)

- How can we connect with people from different countries in our class and community?
- What was your favorite page or picture? Why?
- How does the story show that different cultures have things in common?

Conclusion:

11. Writing Activity: Distribute writing materials for students to create a class book on shared interests. Have each student draw or write about one thing they love from their home country.
12. Author's Chair: Give students the opportunity to share their writing with the class. Bind the pages together to create a class book and display it in the classroom library.
13. Revisit Essential Question: Conclude the lesson by revisiting the essential question. Ensure students have understood how *Feathers and Friends* encourages us to celebrate both our differences and our similarities in friendships.

Assessment:

- Student Work: Review student responses to the class book and connections on the graphic organizer.
- Observation: Monitor responses during pair and class discussions.
- Questioning: Assess understanding through differentiated questioning.

Accommodations/Differentiation:

Differentiated Response:

- Challenge advanced students with higher-order questions.
- Simplify the graphic organizer for younger students by focusing on drawing connections, while extending it for older students to include more complex text-to-text, text-to-self, and text-to-world connections.
- Encourage older students to elaborate more in the class book and extend their writing.

Differentiated Processes:

- Offer extra wait time and language scaffolds for students who need them.
- Model writing activities by providing sample ideas or images online.
- For English language learners (ELLs), consider allowing them to take home the dual-language book before or after the lesson. You may also invite parents to record the book in the home language.
- Provide sentence starters for students who need additional support.



Extension Activities:

Art:

- **Younger Students:** Have each student draw and color their favorite bird.
- **Older Students:** Older students can design and mold a 3D model of an eagle and its nest. They can focus on the art element of texture by using various materials such as clay, feathers, twigs, leaves, etc.

English:

- **Younger Students:** An oral language activity can focus on sequencing by getting the students to retell the story in order.
- **Older Students:** Have students write a comparative essay on the similarities and differences between their home country and the country featured in the book. Focus on cultural practices, geography, and traditions.

Social Studies:

- **Younger Students:** Class discussion about habitats. Discuss the habitats of the birds mentioned in the book, e.g., swans, eagles, hummingbirds. Show pictures/ videos as needed.
- **Older Students:** Use a map and string to illustrate connections and shared interests across countries. For example, the teacher asks the students for hobbies/ interests/ things from their home countries. If one child from Mexico says they play soccer, and another child from America says they also play soccer, the teacher illustrates this connection with a string going from Mexico to America.

Wellbeing:

- Take this opportunity to teach children about making connections with new friends based on shared interests. Play a game of 'Friend Bingo' with the class. Each student gets the worksheet attached. The object of the game is that each child must find a classmate that meets the description and have them sign their name in the corresponding box. Each child can sign only one box per sheet. This activity will deepen the children's knowledge of others in their class and expose them to shared interests with their classmates.

Science:

- **Younger Students:** Bird Migration Simulation Game. Children will learn about the challenges birds face during migration through this activity. Materials: Cones, paper with "food sources" and "nesting areas." Set up a migration path using the cones. Have a start and stop area (North and South). Select a student to be the predator. If they catch a bird, they are eliminated for the round. The birds must migrate from one location to another, finding food sources (paper balls) along the way. Challenge the students by removing food sources. If a child does not get a food source, they are eliminated for that round. Discuss the challenges birds face during migration and how they survive.
- **Older Students:** Students record the birds they see in the garden, school yard or playground and research the birds they might be. The students can sketch the birds they observe and research their habitats, life cycles, and habits.



Lesson plan created by Aideen O'Flynn & Laura Walsh, M.Ed. candidates
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Appendix: Word-picture sort

Eagle		National	
Country		Mountains	
Hummingbird		Discover	
Suddenly		Hammering	
Trail			

Find the classmate



who...



BINGO

Is left-handed	Can play a musical instrument	Is the youngest person here	Is an only child	Likes waking up early
Likes to play soccer	Has a cat	Wears glasses	Likes reading books	Their favourite colour is blue
Likes to dance	Can do a funny impression of an animal	Favourite food is pizza	Their birthday is in December	Is the youngest sibling
Likes lego	Can speak more than 1 language	Likes dinosaurs	Can whistle	Has a dog
Has curly hair	Can tell you a funny joke	Is the oldest sibling	Has been camping	Has had stitches